

# CAMPUS TOURS RECAP

## 1. What were your observations?

### Table 1:

- Older campuses, darker, closed in, not conducive to learning.
- Openness, flexibility encourages student involvement at new campuses.
- Newness created pride amongst students.
- Technology of new campuses.
- Shannon High felt unsafe in some areas.

### Table 2:

- Cheney Hills – Beautiful, spacious.
- David E. Smith – small, dark, office space too small. HVAC problems.
- Shannon – old ceiling tiles, lack of restrooms, HVAC.
- Mullendore – Same as above.

### Table 3:

- A great deal of disparity.
- The older schools need a great deal of work.

### Table 4:

- Wonderful new schools.
- Schools that need to be replaced.
- Staff working in confines available.
- Walking in admin section of new school vs. old schools (ex: Mullendore) equity?
- New schools show district pride.
- Impacts parent/mom's impression (age of school?).

### Table 5:

- David E. Smith was very small.
- Restrooms don't work.
- Small cafeteria.

### Table 6:

- Not enough space.
- Huge disparity between campuses.
- These schools were built for a different time in education.
- What we did at Cheney Hills is amazing!
- Teachers can't effectively do their jobs.
- We look like an antiquated school district (compared to surrounding communities).

### Table 7:

- Cheney Hills – Beautiful, bright, tall, flexible.
- Shannon – Shed tears, dark, depressing. access issues, noise issues.
- Smith and Mullendore – Similar challenges/needs, tight, dated/old.

## 1. What were your observations? *(continued)*

### Table 8:

- Huge difference in facilities from new to old.
- Portables at Mullendore felt unsafe/unacceptable.
- Shannon Center with asbestos felt very unsafe.
- Updating seems impossible in older three schools.
- No true office for PE teachers at Mullendore or David E. Smith.

### Table 9:

- Disparity between new and old.
- Few bathrooms.
- Small front offices.
- Tiny libraries.
- Very fancy new school.

### Table 10:

- Expecting cutting-edge education in inadequate facilities.
- Shannon High School was simply depressing.
- The new elementary school offered a completely different environment.

### Table 11:

- Disparity
- Outdated for today's technology.
- Library differences.
- Brighter not as depressing.

### Table 12:

- Stark difference between Cheney Hills and the three older schools.
- Three older schools need major work or replacement.
- Safety concerns. \*Asbestos

## 2. How did you feel about your observations?

### Table 1:

- Old buildings feel sad.
- New building – sense of pride.
- Discrepancy between new/old buildings, not fair.
- Surprised by how old the old buildings are.

### Table 2:

- Not shocked.
- Embarrassed.
- New schools stunning.

### Table 3:

- Really sad.
- Everyone needs access to equal facilities.

## 2. How did you feel about your observations? (*continued*)

### Table 4:

- Felt pride for new schools – learning environment.
- Not fair for students of old schools.
- Felt sorrow for students of old schools.
- Need chronological chart of progress of new buildings.
- Feel pride for teachers in old schools dealing with what they are.

### Table 5:

- Love the new schools.
- Hate temporary buildings.

### Table 6:

- The campus faculty are resolved to “good enough” and resigned to “the way it is”. Minimal requests not okay.
- Very sad and frustrated that Shannon with its most at-risk students has the least to work with.
- Angry that pre-K and K are out in the portables at David E. Smith.
- I want all BISD students to have what Cheney Hills has.

### Table 7:

- Cheney Hills – Gives us our glimpse of what can be.

### Table 8:

- Did not like discrepancy from new to old schools.
- Felt bad for students and staff at David E. Smith and Mullendore.

### Table 9:

- New – proud, inspiring, professional.
- Old – sad, closed in, slightly unsafe.
- Shannon – chaotic.

### Table 10:

- Shocked by the disparity among facilities within one district.

### Table 11:

- Sadness

### Table 12:

- Sad.
- Went home in tears.
- Shocked.
- In awe of new school.
- Hopeful for future of other three schools.
- Potential to have a brighter future.
- Concerns about unseen/unspoken issues in older schools.

### 3. What questions were sparked by your visit?

**Table 1:**

- Why do we still have classes in such old schools?
- How can we stay competitive with newer districts?
- How do we keep kids in BISD?
- How do we get more open enrollment students?

**Table 2:**

- Will Mullendore and Stowe be merged?
- Logistics of scheduling for Shannon?

**Table 3:**

- What would it take to persuade equal facilities for all?
- Why were these schools chosen?

**Table 4:**

- Average age?
- Chronological progression of building?
- What improvements can help the most students?
- What new technology would enhance the school?
- Are we limited to elementary schools in the bond?
- What is the model size of elementary and middle?
- (Optional) Best return on investment? How do we sell this to taxpayers?

**Table 5:**

- What does BISD want to do at Shannon?
- Can the Shannon building be saved?

**Table 6:**

- Why is Shannon in such bad shape? How did we let it get that bad?
- Is Shannon a rebuild to fix the panacea of problems it has?
- How many other schools look like these?
- How do we justify the expense at Shannon with voters when it covers a “small” amount of students?
- Who does the voting (by area in BISD)?
- Why hasn’t the roof been repaired at Shannon?

**Table 7:**

- Are we losing teachers/staff because of the facilities?
- How are we not in violation of some regulatory agencies? On so many levels.
- How do the parents feel dropping their kids at schools with such inadequate facilities?
- Can these schools be replaced or is it an entirely new build?
- What are the plans for these older schools?
- How do we pick and choose winners?

### **3. What questions were sparked by your visit? (*continued*)**

**Table 8:**

- Curious about the demographics of each school?
- What is the percentage of free and reduced lunch at each school?

**Table 9:**

- How much did the new building cost?
- How can we limit the portable buildings? How do those work?
- Strain on logistics?
- How does a new building impact student performance?
- How do you shelter behind all that glass?

**Table 10:**

- How do you keep top educators and staff at the oldest facilities?
- Is there any way to relocate the services offered at Shannon High School to any other existing district facilities?
- Is there the possibility to combine Mullendore and Snow Heights, as done at Cheney Hills?

**Table 11:**

- Class sizes for smaller classrooms?
- No work area for teachers?
- Storage area for teachers?
- Difference in teaching techniques?

**Table 12:**

- Where do students at Cheney Hills hide in a lockdown with glass walls?
- Will we combine older schools or replace as smaller neighborhood schools?

### **4. How might your observations inform bond planning?**

**Table 1:**

- Visual impact of tours will allow us to understand the urgency.
- Help us sell the needs to the community.
- Encourage us to talk to the community about school needs.

**Table 2:**

- Reality of what the teachers/faculty/students endure daily.

**Table 3:**

- It gives us firsthand knowledge of personal perspective of our needs.

#### **4. How might your observations inform bond planning? (continued)**

**Table 4:**

- Desire for equity.
- Where can combinations of elementary schools be made to increase equity?
- Planning for students who need special accommodations.
- Targeted efforts for unique needs.

**Table 5:**

- How much more will new schools cost if we wait?

**Table 6:**

- Recognizing that there is disparity in all schools, how do we prioritize?
- Can we “sell” a bond for schools that are not in a normal traffic pattern?
- Seeing it with your own eyes effects how you feel about the necessity of its ‘fix’.
- What did we not see?

**Table 7:**

- We have four responsibilities to act. We would be focused and driven to act.

**Table 8:**

- Updating is necessary – not optional.

**Table 9:**

- Establishes a beginning point.
- Identifies the need.
- Created a desire to shrink the disparities.

**Table 10:**

- Raises the awareness of priorities of the district and how far we have to go.

**Table 11:**

- Saw what was needed.
- Buildings have served well, but time for new.
- Look to the future.
- Size

**Table 12:**

- Seeing the discrepancies made us more moved to help with prioritizing renovations.
- Highlight potential where we could be.